

Utah Achievement Trends

How are we doing?

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4th Grade Performance

LANGUAGE ARTS/ READING

4th Grade—Language Arts/Reading ACHIEVEMENT

The bottom line...

- Student achievement in 4th grade language arts/reading is strong overall, but work remains to be done.
- Statewide, Utah is significantly higher than the nation and also significantly higher than the nation in most groups in NAEP* 4th grade reading.
- On NAEP reading, there is improvement for several groups. In addition, most groups are demonstrating gains on the Utah Core CRTs** in language arts.
- Even with this improvement, there remains a substantial language arts/reading achievement gap on all our assessments (i.e., Utah Core CRT, NAEP, Iowa) that requires continued focus and concern.
- Groups with the largest achievement gaps are Latinos, African Americans, and students with disabilities.
- There is some evidence for a narrowing of the achievement gap for Latinos, Pacific Islanders, students with disabilities, and American Indian students.
- There is a downward achievement trend of African Americans.

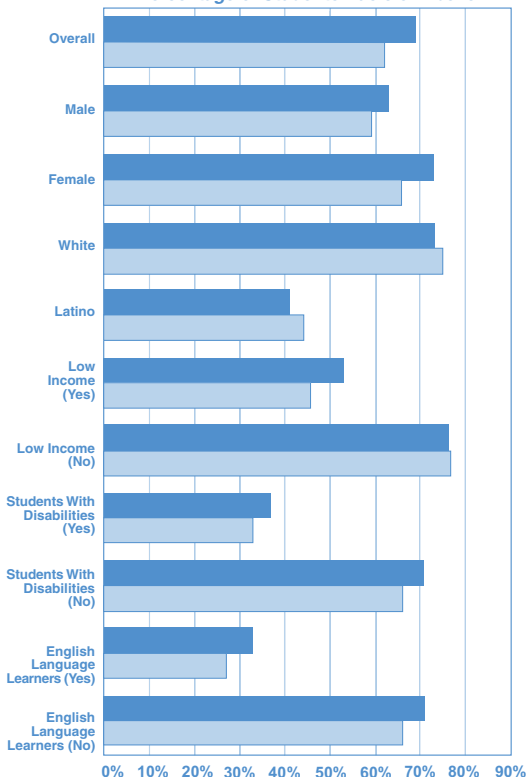
* NAEP—The National Assessment of Educational Progress. A representative sample of Utah 4th grade students take NAEP every two years. To learn more, go to <http://nces.ed.gov/nationsreportcard/>.

** Utah Core CRTs—A state-developed assessment specifically designed to measure student understanding of the Core Curriculum.

NAEP 4th Grade Reading Performance

■ Utah ■ Nation, 2005

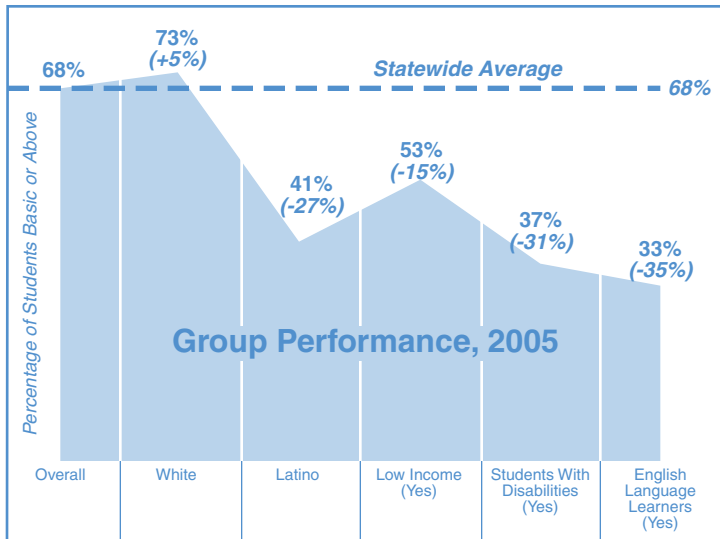
Percentage of Students Basic or Above



- Overall in Utah there is strong 4th grade language arts/reading performance.
- Utah maintains a statistically significant performance advantage over the nation in many (5 of 11) groups.
- In particular, Utah's low-income students and Utah females outperform their national peers in elementary reading (4th grade).

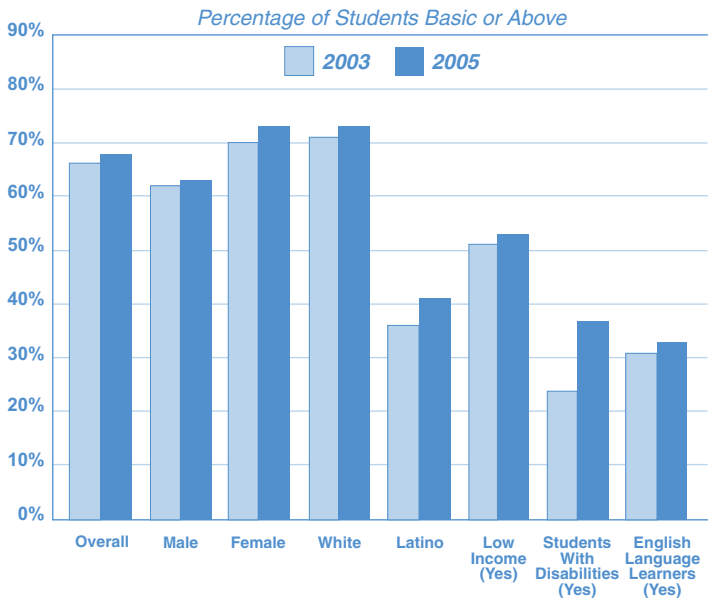
Utah's 2005 NAEP 4th Grade Reading

ACHIEVEMENT GAP



- There are substantial achievement gaps for Latinos, English language learners, and students with disabilities in 4th grade reading. These groups with the largest gaps are the same as in 4th grade math.
- These NAEP achievement gaps, in percentages at or above basic, range from -27% to -35% for these groups. That means one-fourth to over one-third of students in these groups are performing below the state average.
- These groups also have similar achievement gaps as measured by Utah's norm-referenced test, the Iowa Test of Basic Skills (ITBS) for 3rd graders.

Utah NAEP 4th Grade Reading PERFORMANCE TREND



- There appears to be positive narrowing in a few of the achievement gaps in 4th grade elementary reading.
- Compared to the state (up 2%), Latinos (up 5%) and students with disabilities (up 13%) are making twice and five times the gain, respectively, from 2003 to 2005.
- This pattern is encouraging if it continues.

Utah NAEP Reading

Grade 4

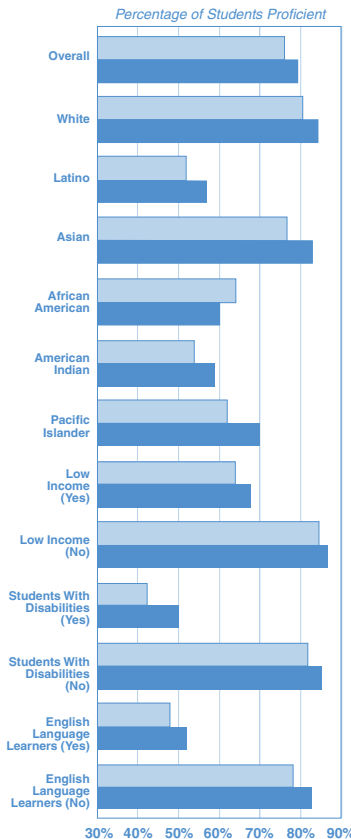
Achievement—Percentage at or Above Basic

Group	Utah				Nation			Utah vs. Nation	
	2003	2005	Direction	Imp ^b	2003	2005	Dir ^c	2005	Sig ^d
Overall	66% ^a	68%	up 2	yes	62%	62%	level	6%	*
Males	62%	63%	level	—	58%	59%	level	4%	
Females	70%	73%	up 3	yes	65%	66%	level	7%	*
White	71%	73%	up 2	—	74%	75%	level	-2%	
African American	—	—	—	—	39%	41%	up 2		
Latino	36%	41%	up 5	—	43%	44%	level	-3%	
Low Income (Yes)	51%	53%	up 2	—	44%	46%	up 2	7%	*
Low Income (No)	74%	76%	up 2	—	75%	77%	up 2	-1%	
Students With Disabilities (Yes)	24%	37%	up 13	yes	29%	33%	up 4	4%	
Students With Disabilities (No)	71%	71%	level	—	65%	66%	level	5%	*
English Lang. Learners (Yes)	31%	33%	up 2	—	28%	27%	level	6%	
English Lang. Learners (No)	70%	71%	level	—	65%	66%	level	5%	*

- a **Percentage** indicates the percentage of 4th grade elementary reading students who scored at or above the basic level on the NAEP assessment.
- b **Improving** means increasing the percentage of students scoring at basic or above on NAEP.
- c **Direction** indicates the change in percentage of students who scored at or above basic between 2003 and 2005.
- d The asterisk indicates a statistically **significant** difference ($p < .05$) between Utah in 2005 with the nation in 2005.

“Utah Achievement Trends” is a Utah NAEP publication. This report is available at www.schools.utah.gov/eval/Info_NAEP.asp.

4th Grade Performance Trend



■ 2004 ■ 2006

Utah's Language Arts Core CRT

- There is an upward trend statewide and for almost all groups in 4th grade language arts achievement.
- Considerable achievement gaps remain, most notably for American Indians, Latinos, African Americans, English language learners, and students with disabilities.
- There is also a downward achievement trend of African Americans.
- The achievement gap appears to be narrowing for students with disabilities.

Utah Core CRT Language Arts

Grade 4

Achievement—Percentage of Students Proficient

Group	Percentage ^b			Utah Direction 2004-06	Gap 2006 State Avg — Group
	2004	2005	2006		
Overall ^a	76.0%	77.7%	79.7%	up 4	—
White	80.5%	82.5%	84.4%	up 4	+4.7%
Latino	51.8%	52.6%	56.8%	up 5	-22.9%
Asian	76.4%	78.2%	82.9%	up 7	+3.2%
African American	64.4%	61.0%	59.9%	down 5	-19.8%
American Indian	53.5%	57.1%	58.5%	up 5	-21.2%
Pacific Islander	62.4%	63.7%	69.9%	up 8	-9.8%
Low Income (Yes)	63.8%	65.9%	68.4%	up 5	-11.3%
Low Income (No)	83.5%	85.2%	86.5%	up 3	+6.8%
Students With Disabilities (Yes)	42.5%	47.4%	50.2%	up 8	-29.5%
Students With Disabilities (No)	81.6%	83.0%	84.8%	up 3	+5.1%
English Lang. Learners (Yes)	48.4%	48.0%	52.0%	up 4	-27.7%
English Lang. Learners (No)	79.4%	81.3%	83.1%	up 4	+3.4%

^a Number of students enrolled and tested during spring 2006: Overall State 39,016, White 31,364, Latino 5,256, Asian 654, African American 541, American Indian 528, Pacific Islander 548, Low Income (Yes) 14,642, Low Income (No) 24,372, Students With Disabilities (Yes) 5,773, Students With Disabilities (No) 33,243, English Language Learners (Yes) 4,798, English Language Learners (No) 34,218.

^b **Percentage** indicates the percentage of 4th grade students who scored Proficient (Level 3 or Level 4) on the Utah Language Arts CRT.